Fifth Grade Module 2: Mid-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, "Evidence of solid reasoning with a correct answer". These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

	Module 2: Mid-Module Assessment								
	Domain		**Standards**						
Question	Operations and Algebraic Thinking	Number and Operations in Base-Ten	5.OA.1	5.OA.2	5.NBT.1	5.NBT.2	5.NBT.5	5.NBT.7	5.MD.1
1	1 2 3 4		X	X					
2	1 2 3 4			X					
3		1 2 3 4			X	X		X	
4		1 2 3 4					X		
5		1 2 3 4					X	X	
6	1 2 3 4	1 2 3 4	X	X	X	X	X	X	X

Domain Score	Operations and Algebraic Thinking		Number and Operations in Base-Ten	
Total Points				
Level	4	11-12 points	4	14-16 points
	3	8-10 points	3	10-13 points
	2	5-7 points	2	6-9 points
	1	3-4 points	1	4-5 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Fifth Grade Module 2: Mid-Module Assessment Task Score Sheet (continued)

Mid-Module Assessment Task (Topics A–D) Clusters and Standards Addressed
Write and interpret numerical expressions.
5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*
Understand the place value system.
5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
Perform operations with multi-digit whole numbers and with decimals to hundredths.
5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.
5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Convert like measurement units within a given measurement system.
5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.